

CULINARY ARTS I

COURSE DESCRIPTION

This course, which is the first level of Culinary Arts, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences, which simulate commercial food production and service operations offer school-based learning opportunities.

Pre-requisite: None

Recommended Credits: 1-2

Recommended Grade Levels: 10th, 11th

Note (1): It was the consensus of both the business representatives and the teachers involved in drafting the framework that the current family and consumer sciences *Food Management Careers* course and the current trade and industrial education *Commercial Foods* course be combined into one course called *Culinary Arts*, which could be taught by a teacher certified in either of the above areas.

Note (2): Learning Expectations to be completed for one credit are identified with one asterisk (*), and those to be completed for two credits are identified with two asterisks (**).

CULINARY ARTS I STANDARDS

- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 2.0 Students will trace the growth and development of the food production and service industry to gain insight regarding past, current, and future trends of the industry.
- 3.0 Students will evaluate career opportunities and career paths within the food production and service industry.
- 4.0 Students will identify and demonstrate the basic principles of safety and sanitation procedures used in the food production and service industry.
- 5.0 Students will be able to identify, safely use, maintain, and store food service production equipment.
- 6.0 Students will identify, select, use safely and care for commercial tools in the professional kitchen.
- 7.0 Students will demonstrate commercial preparation skills for all menu categories to produce a variety of food products.
- 8.0 Students will demonstrate interpersonal and employability skills required in the food production and service industry.
- 9.0 Students will apply math skills to food production and service operations.

CULINARY ARTS I

STANDARD 1.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 1.1 Cultivate positive leadership skills.*
- 1.2 Participate in SkillsUSA-VICA or Family, Career and Community Leaders of America as an integral part of classroom instruction.*
- 1.3 Assess situations and apply the decision-making process within the school, community, and workplace.**
- 1.4 Demonstrate the ability to work cooperatively with others.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Demonstrates character and leadership skills using creative and critical thinking.
- 1.2A Relates the creed, purposes, motto, and emblems of Family, Career and Community Leaders of America or SkillsUSA-VICA to personal and professional development.
- 1.2B Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 1.3A Makes decisions and assumes responsibilities.
- 1.3B Analyzes a situation and uses the Family, Career and Community Leaders of America Planning Process or the Professional Development Program of SkillsUSA-VICA to resolve it.
- 1.4A Organizes and participates on committees.
- 1.4B Cooperates with peers to select a philanthropy and organize a community service project.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various Skills USA-VICA or Family, Career and Community Leaders of America programs and/or competitive events.
- Use a formal planning or decision-making process to select, implement, and evaluate an activity within the school, community, and/or workplace.
- Develop an annual program of work.
- Prepare a meeting agenda.

INTEGRATION/LINKAGES

SkillsUSA-VICA, Family, Career and Community Leaders of America, *Professional Development Program*, Skills USA-VICA, *Power of One Manual* (Family, Career and Community Leaders of America), *Career Connection Manual* (Family, Career and Community Leaders of America), Communication and Writing Skills, Teambuilding Skills, Sociology, Psychology, Critical Thinking Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), *Leaders at Work* (Family, Career and Community Leaders of America), *Dynamic Leadership* (Family, Career and Community Leaders of America)

CULINARY ARTS I

STANDARD 2.0

Students will trace the growth and development of the food production and service industry to gain insight regarding past, current, and future trends of the industry.

LEARNING EXPECTATIONS

The student will:

- 2.1 Analyze the evolution of the food production and service industry.**
- 2.2 Classify people in history who helped to shape the food production and service industry.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A Develops a research project depicting the history of the food production and service industry.
- 2.1B Categorizes changes in the food production and service industry and describe the effects of the changes.
- 2.2 Profiles individual success stories within different divisions of the industry and determines personal economic impact.

SAMPLE PERFORMANCE TASKS

- Research industry history, trends and food service pioneers from the Internet, media research interviews, and other research sources.
- Conduct interviews and gather data from individuals concerning the growth and development of the food production and service industry.

INTEGRATION/LINKAGES

Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Skills USA-VICA, Family, Career and Community Leaders of America, American Culinary Federation, American Hotel and Motel Association, Hospitality Business Alliance, Tennessee Hospitality Education Center

CULINARY ARTS I

STANDARD 3.0

Students will evaluate career opportunities and career paths within the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 3.1 Explain the titles, roles, and functions of individuals engaged in food production and service careers, including opportunities for advancement.*
- 3.2 Investigate employment and entrepreneurial opportunities.*
- 3.3 Evaluate personal characteristics required for working in the food production and service industry.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Compares the roles and functions of food production and service careers.
- 3.2A Researches and develops a projection of industry trends related to career opportunities.
- 3.2B Compares career plans for various career paths in the food service industry.
- 3.3 Profiles personal characteristics, which are beneficial to the success of a professional in the culinary industry.

SAMPLE PERFORMANCE TASKS

- Develop a profile of career opportunities.
- Develop a personal career plan.
- Appraise professional culinary organizations and explain their purposes and ways they benefit the industry and its professionals.
- Research and present information on key individuals in the food service industry.
- Design and apply a rubric that will assess student ability to perform in given areas of importance indigenous to the food production and service industry.
- Incorporate professional terminology into conversations during training activities.

INTEGRATION/LINKAGES

Research, Writing, and Communication Skills, Teamwork and Leadership Skills, Language Arts, Math, Math for Technology, Applied Communications, Social Studies, SCANS (Secretary's Commission on Achieving Necessary Skills), National Restaurant Association, American Culinary Federation, Chamber of Commerce, Tennessee Hospitality Education Center, Colleges and Universities, SkillsUSA-VICA, Family, Career and Community Leaders of America, Employment Agencies, *Career Connections* (Family, Career and Community Leaders of America), *Leaders at Work* (Family, Career and Community Leaders of America), American Hotel and Motel Association, Hospitality Business Alliance

CULINARY ARTS I

STANDARD 4.0

Students will identify and demonstrate the basic principles of safety and sanitation procedures used in the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 4.1 Implement the Hazard Analysis Critical Control Point (HAACP) system during all food handling processes.**
- 4.2 Comply with the Department of Health Rules and Regulations and Serve Safe Standards.*
- 4.3 Identify and categorize safety hazards and their prevention and treatment in the food production and service industry.*
- 4.4 Exhibit acceptable dress and personal grooming as identified by the food production and service industry.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Establishes and maintains a working environment incorporating the seven steps of Hazard Analysis Critical Control Point.
- 4.2A Develops and practices acceptable procedures to prevent cross contamination, foodborne and airborne illnesses, and blood borne pathogens.
- 4.2B Distinguishes and uses preventive measures for ecological, chemical, and physical contaminants.
- 4.3 Maintains food service and production equipment in a safe and sanitary condition.
- 4.4 Compares and contrasts appropriate and inappropriate dress and personal grooming characteristics for specific jobs within the food production and service industry.

SAMPLE PERFORMANCE TASKS

- Conduct a sanitation self-inspection and identify modifications necessary for compliance with rules and regulations and standards.
- Appraise the work area for safety hazards and list common causes of typical accidents and injuries in the food production and service industry and outline a safety corrections program.
- Role-play scenarios involving appropriate and inappropriate dress and personal grooming for the food production and service industry.

INTEGRATIONS/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA-VICA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center

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STANDARD 5.0

Students will be able to identify, safely use, maintain, and store food service production equipment.

LEARNING EXPECTATIONS

The student will:

- 5.1 Name each piece of equipment used in the food production and service industry.*
- 5.2 Demonstrate the correct equipment to use for a given task.*
- 5.3 Show evidence of proper safety procedures and OSHA (Occupational Safety and Health Administration) requirements when operating each piece of equipment.*
- 5.4 Clean and sanitize equipment properly.*
- 5.5 Store equipment correctly.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Correctly identifies cutting, holding/serving, mixing, steaming, deep fat frying, baking, grilling, surface cooking, and cleaning equipment.
- 5.2 Selects and correctly uses proper equipment to prepare a menu.
- 5.3 Demonstrates safe use of each piece of equipment.
- 5.4 Demonstrates procedures for cleaning and sanitizing equipment.
- 5.5 Explains where and how each piece of equipment is to be stored.

SAMPLE PERFORMANCE TASKS

- Given a recipe, properly select, operate and clean each needed piece of equipment.
- Match flash cards with pictures of equipment to a flash card with the name of each.
- Analyze case studies or video vignettes and describe any unsafe or improper uses of equipment.
- Prepare a flow chart detailing the appropriate steps for cleaning, sanitizing, and storing specific pieces of equipment.

INTEGRATION/LINKAGES

Math, Language Arts, Applied Communication, Math for Technology, OSHA (Occupational Safety and Health Administration) Standards, National Sanitation Foundation Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Department of Health, American Culinary Federation, Family and Consumer Sciences Education National Standards, National Restaurant Association, SCANS (Secretary's Commission on Achieving Necessary Skills), Tennessee Hospitality Education Center

CULINARY ARTS I

STANDARD 6.0

Students will identify, select, use safely and care for commercial tools in the professional kitchen.

LEARNING EXPECTATIONS

The student will:

- 6.1 Identify commercial food service tools and related terminology.*
- 6.2 List abbreviations used in the food service industry.*
- 6.3 Show evidence of proper safety procedures and OSHA (Occupational Safety and Health Administration) requirements when using each tool.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Selects and correctly uses appropriate commercial food service tools and related terminology to prepare a recipe.
- 6.2 Correctly uses abbreviations when writing recipes and when preparing them.
- 6.3 Demonstrates safe, OSHA (Occupational Safety and Health Administration) compliant methods for using each tool.

SAMPLE PERFORMANCE TASKS

- Prepare food in the commercial kitchen using the correct tools.
- Given a menu, properly select, operate, and clean each needed piece of equipment.
- Decipher a recipe written using abbreviations.
- Research the different types of cutlery and prepare a presentation using the information.
- Categorize a collection of commercial tools according to their function.

INTEGRATION/LINKAGES

Language Arts, Science, Nutrition and Foods I and II, Family and Consumer Sciences I and II, Applied Communication, Math, Math for Technology, Foreign Language (French), American Culinary Federation, OSHA (Occupational Safety and Health Administration) Standards, Family, Career and Community Leaders of America, Tennessee Department of Health, Family and Consumer Sciences Education National Standards, National Restaurant Association, SkillsUSA-VICA, Serve Safe Standards, Tennessee Hospitality Education Center

CULINARY ARTS I

STANDARD 7.0

Students will demonstrate commercial preparation skills for all menu categories to produce a variety of food products.

LEARNING EXPECTATIONS

The student will:

- 7.1 Accurately identify various foods.*
- 7.2 Develop preparation skills for producing a variety of cold food products.*
- 7.3 Develop preparation skills to produce a variety of hot food products.*
- 7.4 Apply the fundamentals of baking science to the preparation of a variety of products.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1A Uses specifications to correctly select the ingredient required in a recipe.
- 7.1B Differentiates among varieties and forms of food products.
- 7.2 Selects and uses tools and equipment to prepare cold items including soups, sandwiches, salads, sauces, dressings, marinades, relishes, canapés, and hors d’oeuvres.
- 7.3A Selects and uses tools and equipment to demonstrate a variety of cooking methods including roasting and baking, broiling, grilling, griddling, sauteing, frying, deep fat frying, braising and stewing, poaching, steaming, convection, microwaving, and other emerging technologies.
- 7.3B Selects and uses tools and equipment to prepare various stocks, soups, and sauces.
- 7.4A Selects and uses tools and equipment to prepare a variety of types of quickbreads.
- 7.4B Selects and uses tools and equipment to produce a variety of types of cookies and cakes.

SAMPLE PERFORMANCE TASKS

- Demonstrate the culinary process to achieve a finished product within a timeline.
- Prepare a meal using correct temperature and times in the food stations.
- Compete in Family, Career and Community Leaders of America Star Event-Culinary Arts or in SkillsUSA-VICA Championships.
- Prepare mother sauces.
- Prepare various meat, poultry, and fish dishes.
- Use flash cards to match food items with the appropriate name.
- Research the origin and the uses of different varieties of food among cultures.

INTEGRATION/LINKAGES

Wellness, Chemistry, Biology, Math, Math for Technology, Foreign Language, National Restaurant Association, OSHA, American Culinary Federation, Department of Health Regulations, Family and Consumer Sciences Education National Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America, Tennessee Hospitality Education Center.

CULINARY ARTS I

STANDARD 8.0

Students will demonstrate interpersonal and employability skills required in the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 8.1 Describe appropriate grooming techniques and apparel for job requirements.**
- 8.2 Analyze ways of dealing with stress and conflict in the workplace.*
- 8.3 Work as a team member to solve food service and production problems.*
- 8.4 Develop and demonstrate individual time management and work sequencing skills.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student

- 8.1 Explains proper dress for various jobs in food service and describes the characteristics of a well-groomed appearance.
- 8.2A Demonstrates methods of conflict resolution.
- 8.2B Discusses time management and other organizational management techniques.
- 8.3 Exemplifies actions that will improve cooperation and teamwork building skills.
- 8.4 Calculates the benefits of incorporating time management skills into dining service.

SAMPLE PERFORMANCE TASKS

- Explain hazards associated with improper dress and hygiene.
- Role-play and analyze methods of conflict resolution.
- Role-play positive attitudes and personality characteristics expected in dining service.
- Research cultural diversity and equity issues pertaining to dining service.
- Maintain a work journal documenting workstation experiences and services successfully completed.
- Complete Level 1.3 “Determine Individual Time-management Skills” *Professional Development Program*, SkillsUSA-VICA.
- Develop a project on “Conflict Management for Leaders” using the Family, Career and Community Leaders of America *Dynamic Leadership* program.

INTEGRATION/LINKAGES

Language Arts, Foreign Language, Interpersonal Communication, Psychology, Sociology, SkillsUSA-VICA, Family, Career and Community Leaders of America, American Culinary Federation, National Restaurant Association, Tennessee Hospitality Education Center

CULINARY ARTS I

STANDARD 9.0

Students will apply math skills to food production and service operations.

LEARNING EXPECTATIONS

The student will

- 9.1 Measure ingredients using U.S. and metric systems.*
- 9.2 Demonstrate proper money counting skills.*

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Demonstrates proper measuring skills.
- 9.2 Counts the correct change for various denominations of bills unassisted by technology.

SAMPLE PERFORMANCE TASKS

- Operate a cash register.
- Use measuring equipment to practice measuring in U.S. and metric systems.

INTEGRATION/LINKAGES

Applied Math, Math for Technology, Economics, Computer Skills, Communication Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), American Culinary Federation, Family and Consumer Sciences National Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS

Integration of Academic Concepts

Science

The following science concepts are integrated into the *Culinary Arts* course content.

- Knows the environmental impact of materials (solid, liquid, gaseous).
- Understands the effect of chemicals on humans and plants.
- Understands the interaction of organisms with their environment.
- Applies and uses laboratory techniques safely.
- Applies and uses maps, charts, tables, and graphs to complete tasks.
- Applies and uses scientific methods to solve problems.
- Describes and explains heat conduction/convection, radiant heating, and temperature.
- Measures weight, temperature, time and the volumes of liquids and solids.
- Uses computers for information processing.
- Describes and explains chemical reactions including inhibitors.
- Measures time to complete a task.
- Analyzes and evaluates environmental issues related to waste management.

Language Arts

The following language arts concepts are integrated into the *Culinary Arts* course content.

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary.
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
- Demonstrates competence in speaking to provide, distribute, or find information.
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
- Follows written and oral directions to complete tasks.
- Informally discusses, requests, and supplies information to associates.
- Adapts listening strategies to utilize verbal and nonverbal content of communication.
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media.

CULINARY ARTS

Suggested Resources

Industry Associations, Web Sites, and Publications

ACCESS, Knowledge and Skill Competencies, American Culinary Federation

American Culinary Federation

Bread & Butter: The Bottom Line Running Restaurants, National Restaurant Association

National and Tennessee Restaurant Associations

Restaurant Info Abstracts, National Restaurant Association

Restaurant USA Magazine, National Restaurant Association

The Tennessee Hospitality Education Center

Web Sites:

www.restaurant.org

www.info@dineout.org

www.edfound.org

www.foodsafetycouncil.org/

www.h-b-a.org

www.hbainfo@foodtrain.org

www.nsf.org

www.fujitsu.co.jp/

<http://foodnet.fic.ca/>

<http://www.fenpublishing.com/>

www.cfbe.org

<http://fse.tamu.edu/>

Vocational Student Organizations, Web Sites, and Publications

Career Connections Manual, Family, Career and Community Leaders of America

Families First Manual, Family, Career and Community Leaders of America

Family, Career and Community Leaders of America

Leaders At Work, Family, Career and Community Leaders of America

Leadership Handbook, SkillsUSA-VICA, Inc.

Parliamentary Procedure at a Glance, National SkillsUSA-VICA

Power of One Manual, Family, Career and Community Leaders of America

Professional Development Program, National SkillsUSA-VICA

Public Speaking: A Guide for Local, State, and National Officers, National SkillsUSA-VICA

SkillsUSA Championships Technical Standards, SkillsUSA-VICA

SkillsUSA-VICA

STAR Events Manual, Family, Career and Community Leaders of America

Teacher's Tool Kit, SkillsUSA-VICA, Inc.

The Meeting Kit, National SkillsUSA-VICA

Web Sites:

www.skillsusa.org

www.fcclainc.org

Additional Resources:

College Representatives

Robert's Rules of Order, *Robert, et al., Perseus Books Newly Revised, 9th Edition*